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ABSTRACT

This final report describes activities and accomplishments of a two-year project at Lynchburg College (Virginia) to develop an interdisciplinary program of classical readings in six required courses. Although originating in the college's senior symposium, the current program's emphasis is on remedying the dichotomy between basic skills and interdisciplinary knowledge, and especially on the development of effective oral and written communication and critical thinking skills across the four-year curriculum. Faculty offering the Lynchburg College Symposium Readings (LCSR) courses are trained in five-day preservice workshops and at periodic inservice workshops during the academic year. The project has resulted in development of a faculty handbook, several workshops, and publication of a cross-curricular journal of student and faculty essays inspired by the readings. Students and faculty report increased student understanding, improvement in written and oral communication skills, and a stronger sense of community. Individual sections of the report provide an executive summary, a project overview, and a description of the project's purpose, background and origins, characteristics, and results. Among 10 appendices are the list of classical readings, evaluation reports by 3 evaluators, a reprint from the National Review describing the program, and several proposals for the program at the freshman level. (DB)

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COVER SHEET

LYNCHBURG COLLEGE SYMPOSIUM READINGS (LCSR) CURRICULUM

ED 414 820

Grantee Organization: Lynchburg College
1501 Lakeside Drive
Lynchburg, Virginia 24501

Grant Number: P116B1639-90

Project Dates: Starting Date: August 1, 1989
Ending Date: July 31, 1991
Number of Months: 24

Project Director: Michael W. Santos
Department of History
Lynchburg College
Lynchburg, Virginia 24501
Telephone: (804) 522-8391
(804) 522-0652

FIPSE Program Officer: Lewis Greenstein

Grant Award:

Year 1:	61,673
Year 2:	54,290
Total:	115,963

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PROJECT SUMMARY

The Lynchburg College Symposium Readings (LCSR) Program is a curriculum revision designed to remedy the dichotomy between basic skills and interdisciplinary knowledge among students. A revised version of the readings developed for Senior Symposium, Lynchburg College's required capstone course, is being integrated across the four-year curriculum. Written and oral communication activities organized around readings provide the means by which students interact with and think about the issues raised by the classical selections contained in the Symposium Readings. Students will be exposed to great ideas and issues over four years, from several disciplinary perspectives, and thus come to appreciate more fully the diversity and connectedness of human knowledge. Moreover, in writing and speaking about great issues from freshman year on, students stretch their imaginations and develop the skills necessary for effective oral and written communication. Beginning in September, 1992, all students must complete a minimum of six courses designated "LCSR." An LCSR course incorporates the above characteristics and has been approved by the Program's Steering Committee. Faculty offering LCSR courses are trained in five-day preservice workshops and at periodic in-service workshops during the academic year.

Project Director:

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Project Publication:

The Agora, cross-curricular journal of student and faculty essays inspired by the readings.

EXECUTIVE SUMMARY

Project Title: Lynchburg College Symposium Readings (LCSR) Curriculum Project

Grantee Organization and Address:

Lynchburg College
1501 Lakeside Drive
Lynchburg, Virginia 24501

Project Director: Michael W. Santos
(804) 522-0652

Project Overview:

The project began with several informal conversations among Lynchburg College (LC) faculty during April and May, 1988. Initially, it consisted of two separate proposals--one to introduce writing and speaking across the curriculum, the other to require a certain number of reading courses centered on the Symposium Readings across the curriculum. It soon became obvious that the two proposals were inseparable.

A preliminary application was submitted to FIPSE in October, 1988, and a full proposal was presented on March 1, 1989. That proposal outlined the LCSR concept and noted the program's goals. Specifically, we sought to develop in our 2,000 full-time Lynchburg College students an appreciation of the interconnection between basic skills and interdisciplinary knowledge and to promote greater cross-disciplinary communication among both faculty and students. After two years of testing the concept in classes and training faculty in pre-service and in-service workshops, the initial results have been overwhelmingly positive.

Purpose:

The problems of curricular fragmentation and student mastery of communication and critical thinking skills have long haunted higher education. LCSR is designed to address these two inter-related issues by systematically exposing students over four years, in a variety of disciplinary contexts, to the Lynchburg College Symposium Readings, which were initially developed by the College's faculty for senior symposium, LC's capstone course. The idea was to have faculty from across campus restructure courses they teach as part of the general education core or major requirements, integrating symposium readings into these classes and organizing written and oral communication assignments around these readings. It is the premise of the program that if students encounter the same thinkers in several different disciplines, and at different phases of their academic careers, they will come to understand the variety of approaches possible to common issues raised by the liberal arts. This in turn will make Senior Symposium a true capstone to the students' undergraduate education.

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Such an approach to curricular reform has necessitated development of innovative teaching techniques. Instructors have often had to re-think their approach to teaching. For many, this has meant giving up control and making the classroom more student-centered. Pre-service and in-service workshops have helped faculty adapt their teaching strategies, but so have periodic sharing sessions over breakfast and lunch. Indeed, providing frequent opportunities for faculty to interact as colleagues has been crucial to re-structuring classroom dynamics. Periodic meetings in a variety of contexts and settings gives faculty a support network that encourages sharing of ideas and risk-taking in the classroom.

Despite this, breaking down long standing disciplinary barriers has been difficult at times. Some faculty feel threatened by change, while others fear they will lose students to LCSR courses. Alleviating fears was an important issue in winning support for LCSR and making it a general education requirement. Even so, some faculty remain unconvinced of the program's efficacy, and are unlikely to change their view. That this group is an ever-increasing minority, though, is encouraging.

Background and Origins:

Well before faculty began framing the structure of the LCSR program in 1988, the LC faculty had tried to address the problem of integrating students' curricular experiences. In the fall 1975 semester, the curriculum was revised to offer an alternative to the traditional education requirement by allowing students to plan their general studies around broad themes. In the fall, 1976, the faculty adopted the policy of requiring one semester of senior symposium for all students who would be seniors in 1979.

Likewise, there has been a long-standing interest in promoting more effective student communication skills. Elaine Maimon, an proponent of writing across the curriculum, addressed the LC faculty in September, 1982. The response to her remarks was enthusiastic. Most disciplines began requiring more writing and the faculty voted to develop and staff a writing center. In 1987-88, we established an independent major in communications studies, and expanded the writing center.

Given this long-standing commitment to curricular integration and improving student communication skills, faculty and administration saw LCSR as a logical extension of on-going college efforts and as a means of bringing together several threads running through our curriculum. As a natural outgrowth of existing college initiatives, the program began with a strong core of support. This latter has grown as the program has demonstrated results and has begun to attract national attention.

Project Description:

As suggested above, the key to the program's success has been in encouraging faculty to take risks. Toward this end. a great deal of our time, planning, and resources have been dedicated to organizing fora at which faculty can learn and share ideas with each other. Two pre-service workshops are held each year, one in the summer and one over Christmas break. These 5-day sessions train faculty in strategies to encourage student writing and speaking and are designed to help faculty develop syllabi that integrate symposium readings and course content. In-service workshops throughout the year allow instructors to hone their skills and share their ideas with colleagues. Informal breakfast and lunch meetings further encourage dialogue.

Faculty are involved in all phases of the program's planning and operation. They serve on one or more of several standing committees that do the work of the program, including assessment, development of a faculty handbook, organization of workshops, and publication of The Agora, the program's cross-curricular journal. The latter provides an important forum and springboard for discussion about the program and symposium readings, supplies models of high quality essays, and is a focus for and continuing documentation of the project.

Project Results:

Many of our findings thus far are by necessity a priori and anecdotal, though we are working to develop a more systematic assessment strategy to evaluate short and long-term effects of the program. Both students and faculty report an increase of student understanding. They also note some overall improvement in written and oral communication skills. Just as interesting has been the development of a strong sense of community among participating faculty.

Because of this success, the general faculty voted to make LCSR a requirement beginning in fall, 1992. The College has received national recognition as a result of the program, and several other colleges and universities have requested information on the project. A mailing announcing the program was done in the Spring, 1991; over 200 schools received The Agora, our brochure, and a brief overview of our program. Plans to disseminate the idea at conferences are underway, as is work on developing consulting teams, an informational video, organizing a "Day at Lynchburg," and turning our summer pre-service workshop into a national workshop.

Summary and Conclusions:

The program has taken on a life of its own since it began in 1988. It has dramatically redefined the College curriculum and the campus ethos. It has the potential of being a model for similar curricular reforms nationwide.

All this has been possible because of the flexibility built into LCSR. Every faculty member participating in the program has left his or her mark. The openness to new ideas, the willingness to take risks, and the ability to recognize when things don't work have promoted valuable inter-disciplinary dialogue and in turn, defined the nature of the program. We think of LCSR as being in a perpetual state of evolution.

Appendices:

Without FIPSE support, none of this would have been possible. The freedom to take risks without undue interference from the granting agency was crucial in allowing the program to evolve naturally. One of the most liberating things for the project director and steering committee was the words of one program officer who noted that FIPSE was in the business of providing venture capital, and we should not be afraid to fail. This blank check allowed us to concentrate our energies on finding ways to make LCSR succeed. The program officers themselves have been open and forthcoming with assistance. FIPSE's willingness to allow us to carry over unspent funds has strengthened our financial base and allowed us to undertake projects we would otherwise have had to cut short or put on hold. The continuation grant for 1991-92 is another case of FIPSE empowering our program to reach its potential.

A lot of work in the area addressed by the LCSR program still remains. Many institutions continue to wrestle with one or more of the strategies we've implemented. There are a plethora of classics based curricula, writing and speaking programs, and capstone courses. Some institutions are looking for ways to put the pieces together. None have thus far attempted a comprehensive integration along the lines of LCSR. Adapting our idea to fit other small to medium-sized schools seems a realistic expectation, especially at institutions that already have in place one or more of the elements being tried at LC. What form these reforms would take is anyone's guess. We're sure there are many ways the LCSR concept could be modified, adapted, and re-defined; we're not even sure of all the permutations possible at Lynchburg College.

LYNCHBURG COLLEGE SYMPOSIUM READINGS PROGRAM FINAL REPORT

PROJECT OVERVIEW

The Concept. The end of the 1990-91 academic year brings to a close the two-year, FIPSE-funded pilot project to test the Lynchburg College Symposium Readings (LCSR) concept. Begun by Lynchburg College faculty in 1988, the program, as outlined in the original FIPSE grant proposal, sought to: (1) deal with the issue of curricular fragmentation by integrating the Lynchburg College Symposium Readings (See Appendix B) into the day-to-day academic activity of students; (2) improve student mastery of communication and critical thinking skills; and (3) promote cross-disciplinary communication among students and faculty.

Initial Results. In each of these areas, LCSR has had a significant initial impact. Both students and faculty report an increase of student understanding of course material and its relevance to other academic areas. They also note a general improvement in written and oral communication skills as a result of extensive assignments that ask students to write, discuss, and debate issues raised by the classical readings. Perhaps most significantly, the program has generated a unique sense of community among faculty. As colleagues gather at in-service workshops and breakfast meetings, they share their classroom experiences (both successes and failures), learn from each other, and develop an important sense of trust. One instructor coined the phrase "the LCSR spirit" to describe the esprit and collegiality that has developed. Cross-disciplinary communication has made us realize that whatever subject we teach, we are all first and foremost teachers, with similar goals, expectations, and frustrations. General faculty approval of the LCSR program at its December, 1990 meeting guarantees that this initial success can be built upon and that LCSR can become a model for other programs nationwide.

PURPOSE

Our goal is to remedy the dichotomy between basic skills and interdisciplinary knowledge and enhance students' ability to read analytically, to think critically, and to communicate effectively. To achieve this goal, we are incorporating the Lynchburg College Symposium Readings, originally developed for our capstone Senior Symposium course, across the College's four-year curriculum, organizing written and oral communication activities around the readings. While some colleges feature capstone courses, and many emphasize higher-order thinking and communication skills, this project is distinctive because it combines both.

Objectives for Faculty and Students. (1) To improve critical thinking and communications skills via the give-and-take of academic discourse, making it less likely that the curriculum will result in the passive memorization of facts without, as Alfred North Whitehead wrote, "[their] being utilized, or tested, or thrown into fresh combination;" (2) to promote among faculty, via training workshops and ongoing involvement in the standing LCSR committees, cross-disciplinary communication which is the connected knowledge that Plato called "the only kind of knowledge which takes lasting root."

Rationale for Objectives. We believe that if students are exposed to great ideas and issues over four years, from several disciplinary perspectives, they will come to appreciate more fully the diversity and interconnectedness of human knowledge. If, for example, they read Rousseau and Plato in a history class, then again in a philosophy class, and yet again in a political science or education course, they will come to understand the multiple approaches possible to common issues raised by the liberal arts. Extensive systematic interaction with these readings through oral and written activities will help students to think critically about the ideas presented in the great works. Such a development should make senior symposium a true capstone to the student's undergraduate education, allowing them to bring together their experience with the classics over three years to consider the "major issues affecting mankind i the perspective of total experience" at a higher level of understanding than is now possible.

The acts of writing and speaking about great issues over four years should stretch the student's imaginations and develop the skills necessary for effective oral and written communication. Because dealing with the readings and the issues they raise from a variety of disciplinary perspectives is an important element in developing the kinds of understanding we seek, instructors are given considerable latitude in course construction.

Problems of Implementation. Despite the freedom given instructors in developing LCSR courses, the process of curriculum revision is of necessity frightening. Getting faculty from across campus to restructure courses they have taught for years as part of the general education core or major requirements, integrating difficult texts with which they may not be familiar or comfortable, has not always been easy. However, given the program's goals, it has been inevitable.

Consequently, instructors have had to re-think their approach to teaching. Giving up control and making the classroom more student-centered has been for may, as one professor put it, "like a free fall off a tall building." Providing frequent opportunities for faculty to share ideas about their teaching, therefore, has been crucial to LCSR's success. Periodic meetings in a variety of contexts and settings gives faculty a support system which encourages sharing of ideas and risk taking in the classroom.

Even so, breaking down long-standing disciplinary barriers has occasionally been difficult. Some faculty feel threatened by change, while others fear they will lose students to LCSR courses., Indeed, this latter perception resulted in the watering down of our initial proposal. As originally conceived, students would be required to take one course designed "LCSR" per semester. In December, 1990, the general faculty voted to require that, beginning with students entering in Fall, 1992, six LCSR courses would have to be taken over their college career.

Alleviating fears has been a big part of our work in winning support for LCSR. While some faculty remain unconvinced of the program's efficacy, and are likely to remain so regardless of what we say or do, their numbers are much smaller than the

original group of skeptics who told us in 1988 that what we proposed could not be done. One of the most heartening things in all this is that some of the most vociferous naysayers when the program began are now among its most ardent defenders.

BACKGROUND AND ORIGINS

Project Origins. The project grew from several informal conversations among Lynchburg College faculty during April and May, 1988. Initially it consisted of two separate proposals - one to introduce writing and speaking across the curriculum, and the other to require a certain number of reading courses centered on the symposium readings across the curriculum. It soon became obvious that the two proposals were inseparable.

Ad Hoc LCSR Committee. In June, 1988, an ad hoc planning committee of faculty from across the college was organized and began discussions about revising the college curriculum to integrate reading, writing, and speaking skills in content-based classes using the symposium readings. The committee met twice a month through the summer and fall to develop the form and substance of the LCSR program, submitting a preliminary application to FIPSE in October, 1988. At its December 6, 1988 meeting, the general faculty approved a two-year LCSR pilot as proposed by the ad hoc committee, changing the project name from RWS (Reading, Writing and Speaking) to the LCSR (Lynchburg College Symposium Readings) project.

Pilot Phase. A full proposal was submitted to FIPSE on March 1, 1989, and funding was approved beginning August 1, 1989. During the two-year pilot portion of the project, the concept was tested in a variety of courses across the curriculum, and at several levels ranging from Freshman to Senior year. Faculty participating in the program were self-selecting, but students represented a random sample of Lynchburg College students, since no course was officially designated LCSR during the pilot phase.

In addition to testing the concept in the classroom, much attention was devoted to training faculty. Two pre-service workshops were held annually, one in the summer, and one during Christmas recess. These five day sessions helped faculty develop syllabi and organize assignments around Symposium Readings, and develop strategies to encourage student writing and speaking. Periodic in-service workshops throughout the year allowed instructors to hone their skills and share their ideas with colleagues. Informal breakfast and lunch meetings further encourage a dialogue.

The Agora, the program's cross-curricular journal, has published annually since the program began and serves as a forum and springboard for discussion about the program and Symposium Readings, supplies models of high quality essays, and is a focus for and continuing documentation of the project.

Earlier College Reforms. LCSR is a logical extension of on-going college efforts to address the issues of curricular fragmentation and student communication skills.

Thematic Option. In 1972-73, faculty began planning a curricular revision. After reviewing general education requirements, they decided to offer an alternative to the traditional general education requirement, and designed the "thematic option."

Introduced in fall, 1975, this plan organized a student's general studies around broad themes. In the three-credit hour, one-semester freshman colloquium which accompanied the thematic option, participants studies common texts, viewed feature films dealing with conflicts in values, heard lectures and engaged in discussion. In the junior and senior years, the thematic opters were exposed to a series of one-hour reading seminars reiterating the themes. The faculty developed a senior symposium, obligatory over both semesters for those choosing the thematic option, to create in students an awareness of the unity of knowledge and a sense of perspective. It expanded on the themes presented from a student's freshman year, culminating three years of exploration.

Senior symposium. In the fall, 1976, the faculty adopted the policy of requiring one semester of senior symposium for all students who would be seniors in 1979, regardless of their choice of general education options. Though only one semester is required, seniors who elect to take both semesters earn four instead of two credit hours and reap the benefit of the entire series. Ten major themes comprise the symposia, five each semester. They are: "The Nature of Man," "Education," "Tyranny and Freedom," "Poverty and Wealth," "War and Peace", "Man and the Universe," "Science, Technology, and Society," "Man and the Imagination," "Faith and Morals," and "Man and Society."

Students complete reading assignments before they attend the weekly senior symposium lecture. The lecturers, either campus or visiting authorities, are people widely experienced in their fields, who present varying viewpoints as they address current issues. Following the lectures, students in small groups participate in discussions led by faculty members who were trained, initially, in a series of workshops. Ongoing faculty training occurs in one-to-one settings.

Symposium Readings. The readings on which the themes center consisted at first of an array of books, collected from many areas. In 1981, in intensive planning sessions, a group of 13 faculty members developed the dual sets of symposium readings, published by University Press, and readied the first set for use beginning in January, 1982. Each of the ten units consists of a brief introduction, study questions, and reading selections. The preparation of the books, dubbed the "Lynchburg College Classics," was funded in part by a National Endowment for the Humanities grant.

Public involvement in Senior Symposium. In the summer of 1982, Lynchburg College faculty attended workshops to acquaint themselves with the readings. Through a small Virginia Foundation for the Humanities grant, interested residents of a local retirement home participated in the 1982 workshops, adding a fresh view to the study process. The College seeks continuing public involvement by opening the weekly symposium lectures to the public, and advertising upcoming lectures in the daily paper.

Other Lynchburg College activities. Elaine Maimon, an proponent of writing across the curriculum, addressed the Lynchburg College faculty in September, 1982. Such was her impact that most disciplines began requiring more writing and the faculty voted to develop and staff a writing center. True to Dr. Maimon's approach, faculty encouraged students to spend less time taking tests and more time practicing writing and sharing writing exercises with each other, as adult colleagues do.

The 15-minute writing assignment which opens each post-symposium discussion underwent a change as a result of Dr. Maimon's suggestions. Instead of simply being given a grade of "unsatisfactory," students whose written exercises needed improvement were coached to rewrite them. This practice continues to the present time.

In 1984-85, during another review of the curriculum, the faculty voted to phase out the thematic option and incorporate a more comprehensive general education requirement. This featured 54-60 required semester hours in basic arts and sciences, foreign language, and physical education in addition to courses needed for a student's major field of study. We have since raised the general education requirement to 61-63 hours. In 1987-88, we established an independent major in communications studies and expanded the writing center. This academic year we have a classroom equipped with 25 networked personal computers. This classroom is the first beta test site for developing the Daedalus classroom network program. At the December 1988 faculty meeting, the faculty voted favorably on a computer initiative, which will ultimately place a personal computer in the hands of each faculty member and student to encourage writing in and across all disciplines.

PROJECT DESCRIPTION

The key to LCSR's success has been encouraging faculty to experiment in the classroom. Therefore, much of our time, energy, planning, and resources have focussed on organizing fora at which faculty learn and share ideas with each other. Five pre-service workshops have been held since the pilot began, introducing 72 faculty to the LCSR concept. Of these, 36 have offered or proposed at least one LCSR course. Many

of these faculty have offered 2 or more LCSR courses. A significant number of the remaining 36 workshop participants are planning to submit course proposals to the LCSR Steering Committee for the 1992-93 academic year.

Since Fall, 1989, 12 in-service workshops have taken place. These 3 to 4 hour sessions focus on one aspect of the LCSR concept and allow faculty to work with colleagues and experts on a wide variety of issues. Topics have included writing to learn, holistic grading, using speaking to learn, assessment of oral communication, developing effective strategies to promote effective student reading, and encouraging cognitive development. Attendance at these sessions has averaged between 12 and 14 faculty on a regular basis.

Another important aspect of LCSR is the faculty control of all aspects of the program's planning and operation. LCSR instructors serve on one or more of several standing committees that plan program assessment, work on a faculty handbook, organize workshops, and publish the Agora. The sense of ownership and responsibility for the program is shared and taken seriously by those participating in it. This in turn makes it easier for faculty to take risks, admit failures, and seek solutions to problems.

PROJECT RESULTS

Many of our initial findings regarding LCSR are by necessity a priori and anecdotal, though we are working to develop a more systematic assessment strategy that will evaluate short and long-term effects of the program.

Impact on Curricular Fragmentation. Addressing this issue is at the heart of the program. To test the effect of LCSR in this area, faculty and students have been periodically surveyed during the pilot phase.

Faculty Surveys. A survey of faculty who had taught one or more LCSR courses was conducted in the spring semester, 1991. They were asked to give their judgment

of the performance of students in each of their LCSR classes in comparison with the performance of students in their non-LCSR classes. Responses covered thirty sections of seventeen different courses in the following disciplines: accounting, business administration, communication studies, education, English, history, mathematics, music, and religious studies.

The survey revealed that faculty believed students did "substantially better" or "somewhat better" in at least seventy percent of the LCSR classes covered. One instructor noted that students showed an additional depth and interest in the subject matter as a result of LCSR. According to a professor of business administration, readings from Adam Smith's The Wealth of Nations and from Upton Sinclair's The Jungle helped his management class "understand the causes of modern labor-management conflicts and the growth of unionism more clearly than [they] have ever been able to do so in the past." An accounting instructor noted that of the students taking the CPA examination, those who had taken the LCSR auditing course passed that portion of the examination in 61.5 percent of the cases, compared with the national average of thirty-four percent.

In a survey conducted in April, 1991, twenty-two faculty reported almost identical findings.

Student Surveys. Students reported similar perceptions. In one survey, students in seven LCSR classes were asked to rate on a scale of 1 to 5 (1 low; 5 high) the extent to which the course had been helpful to them in achieving the general education goals outlined in the college catalogue. Twenty-seven of the total of fifty-two items received average scores of 4.0 or better.

Another survey, conducted in the spring of 1990, asked students in eight LCSR classes to write comments on whether or not the classical readings had been helpful to their understanding of course material. The comments suggested that at least 74.1 percent found the classical readings helpful, very helpful, or essential. In only one class did anyone (3.1 percent) think that the readings had a negative impact.

Impact on Student Mastery of Communication and Critical Thinking Skills. Our effort to address this issue is part of a larger, on-going effort at LC. The faculty has long recognized the need to improve students' written and oral skills and have integrated writing and speaking activities into their courses as a result. LCSR courses provide a focussed and fairly structured means of supplementing the individual efforts already going on all over campus. The acts of writing and speaking are a means towards developing the curricular integration we seek; we hope that after four years of talking and writing about great issues, students will stretch their imaginations and develop the skills necessary for effective oral and written communication.

Faculty Survey. In the above cited faculty survey, 76.7 percent of LCSR instructors felt that student reading ability was substantially better or somewhat better than their counterparts in non-LCSR classes. Seventy percent saw an improvement in student writing as a result of LCSR, while eighty percent believed students were speaking more effectively.

Student Surveys. The student surveys mentioned above paralleled faculty findings. The survey of spring, 1990, showed that at least 66.7 percent of the students found the writing exercises in their LCSR classes helpful, very helpful, or essential; 76.9 percent believed the speaking activities to be of similar utility. In only one class did anyone (3.2 percent) think the writing had a negative impact, and in two classes there were comments that the speaking was detrimental (3.8 and 5.6 percent).

Cross-Disciplinary Communication. In addition to talk around the breakfast table, at workshops, and informally in social situations, the April 1991 survey of faculty cited above reveals that LCSR is indeed impacting collegiality on campus.

Faculty Survey. Faculty were asked if they agreed or disagreed with the statement that "LCSR has afforded me a greater chance to share ideas about teaching with colleagues from different disciplines." Twenty-two faculty responded. On a scale of 1 to 5 (1 strongly disagree; 5 strongly agree), the average was 4.5, with only two

instructors strongly disagreeing. More typically, faculty commented, "One of the best things about LCSR is the chance for connections with colleagues in other disciplines."

When asked whether they agreed with the statement "Faculty development programs sponsored by LCSR have directly impacted my teaching," 88.2 percent strongly or very strongly agreed (4 or 5). The same percentage agreed with the statement "LCSR has afforded me a greater chance to discuss works and themes contained in the Symposium readings with colleagues across the disciplines." As one instructor noted, "I have really appreciated the workshops and seminars plus the sense of [a] faculty support group across campus. Exchange of ideas is important for growth....Thanks, LC and LCSR!!"

Off Campus Reactions. The response of observers from outside the Lynchburg College campus has been equally positive.

Outside Evaluators, 1990-91. Richard Marius, Director of Expository Writing at Harvard University, made an on-site visit to Lynchburg in the summer of 1990. In his report to FIPSE, he wrote, "I have seldom in my life been so favorably impressed by an innovation in college education. I suppose the highest compliment that I could pay to the program was that I wish I could teach in it." (See Appendix C).

Don M. Boileau of George Mason University, former Director of Educational Services of the Speech Communication Association and a former member of the curriculum committee of the National Council of Teachers of English, also visited the campus in 1990. He reported, "What I discovered was a sound program that not only enriches the education of students at Lynchburg College, but what I hope can be a model for many other colleges and universities throughout our country." He concluded, "this [program] has reached its oral communication goals in an outstanding manner by creating a variety of oral communication experiences within the context of significant ideas." (See Appendix D).

In August, 1991, James Atlas, editor of the New York Times Magazine and author of The Book Wars, came to Lynchburg to evaluate the program. After two days of discussion with faculty, students, and administration, reviewing videotapes of LCSR classes, and surveying samples of student writing, he wrote, "What I found remarkable about LCSR was the absence of polemical acrimony; the purpose of introducing students to a judiciously chosen selection of significant works was not to sign them up for one side or the other, but simply to expose them to the Arnoldian concept of 'the best that has been thought and said,' and to do so in an enlightened spirit of inquiry. This project has met with great enthusiasm, and has fostered a rare spirit of collaboration."

The National Review College Guide. As a result of the LCSR program, Lynchburg College was named one of America's top fifty liberal arts schools by The National Review College Guide. According to the entry on LC, "Students who are willing to stray from the beaten path of the big-name universities...will find that many of the traditions that have been scrapped or deconstructed in the Ivy League are undergoing a dramatic resurgence in smaller liberal arts institutions. But few schools have been as creative as Lynchburg College, the site of one of the most intriguing experiments in higher education today....And it is beginning to draw national attention. Who knows? It may even shame the Ivies into looking to tiny Lynchburg for guidance and council." (See Appendix F.)

Public Announcement of Program as LC Requirement. On March 20, 1991, President George Rainsford announced at a press conference that LCSR was to be a new college requirement beginning in 1992. Dean James Traer, faculty, and students told the assembled members of the media about the program and its impact on the college's curriculum. In several articles and editorials in newspapers throughout the state, the college was commended for its innovation.

Summer Pre-Service Workshop, 1991. For the first time, the program invited faculty from other institutions to attend our pre-service workshop held May 19-24, 1991. Two ads were placed in the Chronicle of Higher Education announcing the workshop, one in March, the other in May. The response was gratifying. We received ten

inquiries from faculty and administrators from across the country, including program directors of writing and speaking programs. While only two of these were able to attend, the other eight indicated a profound interest in the program. Several noted that insufficient travel funds prevented their participation in the workshop and asked to be notified as soon as arrangements had been made for the 1992 Summer Workshop.

Continued FIPSE Support. In June, 1991, we received word from Lewis Greenstein at FIPSE that the program had been awarded a $12,000 continuation grant to assist in dissemination activities during 1991-1992. This vote of confidence from FIPSE is not only reassuring, but confirms our belief in the value of our program as a model for other colleges and universities.

Plans for Continuation and Governance of Program.. With the project moving from pilot status to an official College program, the steering committee spent much of its time during the spring, 1991 semester defining the structure and tasks of the several LCSR standing committees, and the roles of the program's Director and Associate Director.

Steering Committee. The steering committee is charged with overseeing the work of the standing committees, developing long and short-range program goals, approving new LCSR courses, reporting on a regular basis to the general faculty, coordinating LCSR activities and goals with those of other college programs and offices, appointing chairs and members to standing committees each spring semester, (These committees will include at least one student on each committee, chosen after consultation with the Student Government Association. The number of faculty on the standing committees will annually be determined by the steering committee according to program needs), and nominating faculty for terms on the steering committee. The steering committee will meet several times each semester at pre-arranged times to be set at the beginning of each semester.

The steering committee is made up of six elected instructors chosen at a regular spring semester meeting of all LCSR faculty; four ex-officio members, to include the Director, Associate Director, the Dean or his representative, and the Director of Senior Symposium or his representative; and one student, chosen by the students serving on the standing committees as their representative. This student will be a full voting member of the steering committee. To insure a cross-disciplinary representation of the LCSR faculty, no more than two members from any one discipline shall be represented on the committee.

Assessment Committee. Responsible for developing procedures and information for assessing program effectiveness. Evaluation should occur at several levels: (1) classroom-imbedded assessment, which will give us a profile of what is really happening in LCSR courses and, perhaps more importantly, be immediately useful to the classroom instructor; (2) assessment of student reading, writing, speaking, and critical thinking abilities, both within particular courses and over time; and (3) assessment of program impact on faculty teaching styles and collegiality. Periodic discussion and fora on assessment tools and goals throughout the academic year will give LCSR faculty input on the process, help the committee with its work, and promote valuable dialogue about the program.

Dissemination and Outreach Committee. Charged with public relations, outreach to LC faculty and other institutions, and publication of the LCSR newsletter on a regular basis throughout the academic year. The committee is also responsible for searching out conferences at which LCSR can be presented, and helping to organize faculty panels to participate in these conferences.

Faculty Activities and Workshops Committee. This committee plans and coordinates workshops, meetings of LCSR faculty for exchange of ideas, including breakfast and luncheon meetings, discussion groups, and pre- and in-service workshops. The summer pre-service workshop each year will from now on be a national workshop, open to faculty from both on- and off-campus.

Journal Committee. Traditionally has selected articles for publication in one of five areas: "Faculty Essays Inspired by the Classics," Student Essays Inspired by the Classics," "Classics in the Classroom," "Reprints from Outside Sources", and "Classics in the News," and oversees the editing and publication of the LCSR journal The Agora. Beginning this year, the journal will be streamlined to better meet program goals. Primary emphasis will be on student and faculty essays, and pedagogy. Reprints and "Classics in the News" will be eliminated.

Readings and Handbook Committee. Responsible for developing a handbook for faculty teaching in the program, which will include a general topical index to the readings, sample syllabi, and suggestions on strategies for implementing the LCSR concept. Additionally, the committee will sponsor a regular faculty conference on the "canon," at which faculty can debate and discuss which readings should or should not be included in subsequent editions of the Symposium Readings. The second edition is set to be ready for the 1992-93 academic year. It is our hope that since the readings are being stored in electronic form, we can revise the ten volumes every four or five years. Periodic conferences on the canon will allow us to collect information that will make each revision easier, and in the process make the readings responsive to the dynamic consensus of the academic community while further encouraging cross-disciplinary conversation.

Program Director. Charged with general oversight of the program, chairs the steering committee, serves as ex-officio member of the Assessment and Faculty Activities and Workshop Committees, oversees and coordinates proposals for additional funding, acts as liaison with funding agencies, coordinates scheduling of LCSR courses, plans program budget, serves on Academic Council and Dean's Staff, and is liaison with other college programs and offices, and the faculty.

Associate Director. Oversees the work of the Dissemination and Outreach, Journal, and Readings and Handbook Committees, solicits faculty proposals for new LCSR courses, acts as liaison to the Knowledge Initiative and Internship programs, and attends Academic Council.

Faculty Reading Group. Under the auspices of the steering committee, a faculty reading group was organized in the spring, 1991 semester. Faculty meet on a rotating basis at group members' homes and discuss a selection from the Symposium Readings. Spouses participate, providing an informal setting for discussion and camaraderie.

Preliminary Dissemination Activities. As a first step toward disseminating the LCSR ideas, a mailing (Appendix G) was done to approximately 200 colleges and universities nationwide this spring explaining the program.

Plans for Next Year and Beyond.. One of the primary goals for next year and beyond is to keep alive the esprit and collegiality that has characterized the program since its outset. Indeed, this may be our central goal, since it has been the "LCSR Spirit" that has generated so much of the program's energy, innovation, and success.

Maintaining the "LCSR Spirit". As the number of faculty involved in LCSR grows, this may be more difficult, but it is by no means impossible. Many of the activities begun during the pilot phase of the program were responsible for promoting a sense of community, and so will be continued and expanded. These include pre- and in-service workshops, the journal, the faculty reading group, and regularly scheduled LCSR faculty meetings.

The creation of a faculty discussion forum where faculty essays being developed for The Agora can be read, discussed, and critiqued will also be launched in the 1991-1992 academic year. Larger meetings will bring faculty together for a retreat in January, 1992, a discussion of the canon, and a forum on assessment. These meetings will become a regular part of the LCSR calendar of events in the future, the topics alternating on a regular basis to meet faculty interest and program needs.

Effecting Student Learning. The most basic goal of the program is, and will always be, [to enhance students' overall understanding and appreciation of the liberal arts]. To this end, the work of the assessment committee is essential. Without it, we

will never know how successful we are, what works and what does not, and which directions we need to take the program in the future.

The assessment plan developed this past year is a four-part program that will be implemented during 1991-1992 academic year. The four phases of the plan call for a survey to be administered to all students at regular intervals, a short-essay portfolio assessment administered to all students in their freshman and senior years, course-imbedded assessment at the discretion of the individual instructor, and faculty course assessment.

The survey assesses student attitudes concerning the value of communication skills, the classics, and the liberal arts. Data will be tied to individual student identification numbers so that longitudinal studies of attitudinal shifts can be tracked and so that academic and demographic data can be correlated with survey data. The survey will be administered during the Academic Assessment portion of Freshman Orientation and again to all History 102, Philosophy 200, and Senior Symposium students during the last week of classes or during final exam week.

The portfolio (under development) will contain 3 to 6 short answer questions measuring the growth of student attitudes concerning the value of LCSR to their intellectual and personal growth. It will be administered to all History 101 students during the first week of class and again during the last week or during finals. History 102 students will complete the portfolio during the last week of class or during the final examination period. All Senior Symposium students will participate in the portfolio during the first week of class and again during the last week.

Course embedded assessments may measure growth in student reading, speaking, writing, critical thinking, as well as attitudes and values. The individual instructor will submit an assessment plan to the LCSR assessment committee no later than midterm of the semester in which the course is taking place. He or she will then submit the results summary after the end of the semester.

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Faculty will be encouraged to submit short narrative statements assessing students' growth throughout the course.

Faculty Support and Development. In addition to above mentioned workshops, the faculty handbook will provide an invaluable resource for faculty teaching in the program. We hope to have a working draft of the handbook by January, 1992, and a final draft by the 1992-1993 academic year.

Dissemination. Sharing the results of the program with other institutions will become an increasingly important part of our activities in the years ahead. According to University Press of America, volumes of the Symposium REadings are currently being used by at least 100 other institutions. This fact bodes well for the exportability of all or part of the LCSR Program to other colleges and universities.

Conferences. We will be presenting the LCSR idea at the "Freshman Year Experience Conference" in November, 1991 (Appendix I). A proposal has been submitted for the AAHE Conference in April 1992 (Appendix I). Faculty panels are working this summer to develop presentations for these and other conferences during the coming year.

Workshop. As noted elsewhere in this report, the 1992 summer pre-service workshop will be open to faculty from across the country. We placed an ad in the Chronicle of Higher Education's "Events in Academe" in August, 1991, announcing the workshop, and plan to advertise the event in discipline-specific publications, writing and speaking association newsletters, and again in the February issue of "Events in Academe."

Informational Videotapes. Work has begun on a videotape describing the LCSR experience. The tape is being designed as a companion to LCSR faculty panels at conferences and for use by LCSR consultation teams, but may also be used as a stand alone document that can be sent to other colleges and universities wanting more information about the program.

Consultation Teams. LCSR faculty will be trained during the coming year to act as consultants to other institutions interested in implementing the LCSR concept, and to present workshops and seminars at interested schools.

"A Day at Lynchburg." Borrowing from the Alverno College idea, we will work on planning a day during which faculty and administrators from off-campus can come to LC and watch the program in action. Since the feasibility of implementing this idea or being in a position to consult during the 1991-1992 academic year seems remote, this year will be given over to preparing for these eventualities beginning in 1992-1993.

SUMMARY AND CONCLUSIONS

The growth and development of LCSR over the last two years has been phenomenal. Born of frustration over students' inability to write or speak effectively, developed by a dedicated group of faculty committed to the idea that they could encourage better student writing, speaking, and thinking, and adapted to meet the realities of the classroom in accordance with faculty insights, LCSR stands on the verge of becoming a program of national significance. It has already dramatically transformed the Lynchburg College curriculum and campus ethos. As a regular College program, it will continue to positively impact LC's academic life. The only question remaining is what impact it will have outside the College community.

Whatever the answer to this question, one thing is certain. LCSR will continue to grow and evolve. The program is far different today than it was in 1988, in large part because every faculty member who has participated in it has left his or her mark. As new faculty come on board, and veterans continue to wrestle with effective means to reach the program's goals, the process will continue. Indeed, the key to understanding LCSR is process. By its very nature it will always be in a state of evolution, and this evolution will continue to promote inter-disciplinary discourse about college goals, the classics, and teaching. This dialogue, in turn, will encourage the type of community so essential to the life of a small liberal arts college.

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INFORMATION FOR FIPSE

FIPSE support made this project possible. Without it, we would not have had the freedom to take the risks we did. A program officer told us early in the granting period that we need not be afraid to fail. This was liberating, and allowed us to concentrate our energies on finding ways to succeed.

The program officers were consistently approachable and forth coming with assistance. FIPSE's willingness to allow us to carry over unspent funds, and a modest dissemination grant for 1991-92, has enabled us to undertake projects that might otherwise have had to be cut short or put on hold.

A lot of work still remains to be done to address the issues of curricular fragmentation and student mastery of communication skills. Many institutions are wrestling with one or more of the strategies we've implemented, and some schools are looking for ways of putting the pieces together. However none have thus far attempted a comprehensive integration along the lines of LCSR. Adapting our idea to fit other small to medium sized colleges and universities seems a realistic expectation, especially at institutions with a tradition of classics-based curriculum or cross-curricular writing and speaking programs. How such adaptation might be effected is anyone's guess. We are not yet sure of all the permutations of LCSR that might be possible at Lynchburg College.

PARTIAL AND TENTATIVE LISTS
OF REVISED EDITIONS OF
SYMPOSIUM READINGS
CLASSICAL SELECTIONS ON GREAT ISSUES

(General Editor: Julius Sigler)

TYRANNY AND FREEDOM

1. The State and the Individual

   A. Hobbes.....Leviathan
   B. Rousseau..... The Social Contract
   C. Jefferson.....The Declaration of Independence
   D. Machiavelli.....The Prince
   E. Sophocles.....Antigone

2. Constitutional Government

   A. Aristotle.....Politics
   B. Locke.....The Second Treatise of Government
   C. Montesquieu.....The Spirit of Laws
   D. Madison.....The Federalist Papers X and XLVII
   E. Calhoun.....A Disquisition on Government

3. Individual Liberty

   A. Plato.....Apology
      .....Crito
   B. Milton.....Aeropagitica
   C. Mill.....On Liberty
   D. Toqueville.....Democracy in America

4. Civil Rights and Oppression

   A. Douglass.....An American Slave
   B. Chief Joseph.....Surrender Speech
      .....An Indian's View of Indian Affairs
   C. Thoreau.....On Civil Disobedience
   D. King.....Letter from the Birmingham Jail
   E. Hanna Arendt.....Ideology and Terror: A Novel Form of Government
   F. Arad et al (ed.).....Documents of the Holocaust

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POVERTY AND WEALTH

1. Introduction: Economics of Civilization

2. Industry and Commerce
   - A. Smith.....The Wealth of Nations
   - B. Hamilton.....Report on Manufactures
   - .....Report on the Bank

3. Capitalism and the Industrial Revolution
   - A. Schumpeter.....Business Cycles: An Analysis of the Capitalist Process
   - B. Livesay.....American Made: Men who Shaped the American Economy
   - C. Sinclair.....The Jungle
   - D. .....Sadler Committee Hearings
   - .....Ashley Committee Report

4. The Socialist Reaction
   - A. Marx and Engels.....The Communist Manifesto
   - B. Lenin.....The State and Revolution
   - C. .....The Sermon on the Plain
     The Book of Acts

5. The Search for a Middle Way
   - A. Leo XIII.....Rerum Novarum
   - B. Bernstein.....Evolutionary Socialism
   - C. von Hayek.....The Road to Serfdom
   - D. Keynes.....General Theory of Employment, Interest and Money

6. The Distribution of Wealth
   - A. Veblen.....Theory of the Leisure Class
   - B. Carnegie.....The Gospel of Wealth
   - C. Jane Addams.....Problems of Poverty (Hull House)
   - D. Harrington.....The Other America

7. Problems of Growth and Finite Resources
   - A. Malthus.....Essay on Population
   - B. George.....Progress and Poverty
   - C. Club of Rome.....The Limits to Growth

8. International Aspects of Poverty
   - A. Barbara Ward.....Rich Nations and Poor Nations
   - B. Gandhi.....The Gandhi Sutras
     All Men are Brothers
   - C. Latin American Episcopal Council.....
     Medellin Document on Peace
   - D. Guitierrez.....Liberation Praxis and Christian Faith

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ENDS AND MEANS IN EDUCATION

1. Education as the Basis of Political Order

   A. Plato.....The Republic
   B. Aristotle.....Nichomachean Ethics
      The Politics

2. Education in the Traditional Manner

   A. Montaigne.....Of the Education of Children
   B. Jefferson.....Letter to Bernard Moore
      Report on the University of Virginia
   C. Newman.....The Idea of a University
   D. John Locke.....Thoughts on Education
   E. Ruskin.....Sesame: of Kings Treasuries

3. Voices of Change

   A. Rousseau.....Emile
   B. Whitehead.....The Aims of Education
   C. Dewey.....Experience and Education
   D. Helen Keller.....The Story of My Life
   E. John Mills Turner.....Sound of a Falling Star
   F. B.F. Skinner.....Walden Two
   G. Piaget.....The Psychology of Intelligence

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THE NATURE OF MAN

(In Progress)

WAR AND PEACE

1. Causes and Consequences of War

   A. Toynbee.....A Study of History (Assyria)
   B. Hawtrey.....Economic Aspects of Sovereignty
   C. Wright.....A Study of War
   D. Thucydides.....History of the Peloponnesian War

2. International Order

   A. Hinson.....Who Shall Suffer at Our Hands?
   B. Aquinas.....Summa Theologica (Of War)
   C. Vattel.....The Law of Nations
   D. Grotius.....On the Law of War and Peace
   E. Mackinder.....Democratic Ideals and Reality
   F. Kennan.....The Sources of Soviet Conduct

3. The Nature of War

   A. Sun Tzu.....The Art of War
   B. Tolstoy.....War and Peace
   C. von Clausewitz.....On War
   D. Mahan.....Influence of Sea Power on History
   E. Tuchman.....The Guns of August
   F. Horne.....The Price of Glory

4. The Quest for Peace

   A. Lao Tse.....The Book of Tao
   B. Alexander Campbell.....Address on War
   C. James.....The Moral Equivalent of War
   D. Woodward.....Some Political Consequences of the Atomic Bomb
   E. Aron.....On War
   F. Eisenhower.....The Quest for Peace
      .....Farewell Address
   G. Dante.....De Monarchia
   H. Richard Niebuhr.....The Grace of Doing Nothing
   I. Reinhold Niebuhr.....Must We Do Nothing?
   J. Richard Niebuhr.....A Communication: The Only Way into the Kingdom of God
   K. Wright.....A Study of War

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THE NATURE OF THE UNIVERSE

1. THE SCIENTIFIC REVOLUTION

   A. Pre-Socratic Philosophers
      Plutarch.....Marcellus
   B. Copernicus.....On the Revolutions of the Heavenly Bodies
   C. Galileo.....The Starry Messenger
      .....Dialogues
   D. Newton.....The Principia
   E. Einstein.....The Special and General Theory of Relativity

2. SCIENCE AS A WAY OF KNOWING

   A. Descartes.....Discourse on Method
   B. Bacon.....The New Organon
   C. Kuhn.....The Structure of Scientific Revolutions
   D. Feyerabend.....Against Method
   E. Peirce.....The Essentials of Pragmatism
   F. Fischer.....Mathematics of a Lady Tasting Tea
   G. Bernoulli.....The Law of Large Numbers
   H. Poincare.....Mathematical Creation

3. MODERN SCIENTIFIC DISCOURSE

   A. Aggasiz.....Nomenclature and Classification

   B. Rutherford.....The Chemical Nature of the Alpha Particles from Radioactive Substances, Nobel Acceptance Speech
   C. Curie.....Radium and the New Concepts in Chemistry, Nobel Acceptance Speech
   D. Hardy.....A Mathematician's Apology
   E. Heisenberg.....The History of Quantum Theory
      .....The Relation of Quantum Theory to Other Parts of Natural Science
   G. Cecilia Payne-Gaposchkin.....The Dawn of Astronomy
      .....Evolution

4. SCIENCE AND RELIGION

   A. Galileo Galilei.....Letter to the Grand Duchess
   B. Einstein.....Science and Religion
   C. Thomas Berry.....The New Story: Meaning and Value in the Technological World

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SCIENCE, TECHNOLOGY, AND SOCIETY

1. In Praise of Science and Technology

   A. Vannevar Bush.....Science, the Endless Frontier
   B. J.B. Conant.....Modern Science and Modern Man
   C. Max Lerner.....The Culture of Science and the Machine
   D. Frederick W. Taylor.....The Principles of Scientific Management

2. Sounding the Alarm

   A. Henry Adams.....The Education of Henry Adams
      .....Mont-Sainte Michele and Chartres
      .....Prayer to the Virgin and the Dynamo
   B. Herbert J. Muller.....The Children of Frankenstein
   C. Jacques Ellul.....The Technological Order
   D. Lewis Mumford.....Authoritarian and Democratic Technics

3. Visions of a Technological World

   A. Aldous Huxley.....Brave New World
   B. H. G. Wells.....The Time Machine
   C. Mary Shelley.....Frankenstein
   D. Stephen Vincent Benet.....By the Waters of Babylon
   E. Jonathan Swift.....Gulliver's Travels

4. Some Issues in Science and Technology

   A. James F. Childress.....The Art of Technology Assessment
   B. Rachel Carson.....Silent Spring
   C. C.S. Lewis.....The Abolition of Man
   D. Annie Dillard.....Pilgrim at Tinker Creek
   E. A. M. Turing.....Can a Machine Think?

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IMAGINATION AND CREATIVITY: THE ARTS

1. The Nature of Art
   - A. Aristotle.....Poetics
   - B. Tolstoy.....What is Art?
   - C. Renoir.....Notebook
   - D. Stravinsky.....Poetics of Music
   - E. Roosevelt.....An Art Exhibition
   - F. Leonardo da Vinci.....Comparison of the Arts
   - G. Copland.....The Gifted Listener
   - H. Sessions.....The Musical Impulse

2. Epic: To Hell and Back
   - A. Virgil.....Aeneid, Book VI
   - B. Dante.....The Inferno
   - C. Thomas of Celano.....Dies Irae
   - D. Goethe.....Faust

3. Monstrous Regimen of Women
   - A. Aristophanes.....Lysistrata
   - B. Shakespeare.....King Lear

4. Satire: Innocents Abroad
   - A. Cervantes.....Don Quixote
   - B. Voltaire.....Candide
   - C. Archpoet.....Confessions of Golias

5. Poetry: Nature of Love and Love of Nature
   - A. Virginia Woolf.....On Not Knowing Greek
   - B. Sappho.....Six Poems
   - C. Tibullus.....Rustic Pleasures
   - D. Donne.....The Bait
   - E. Keats.....Ode to a Grecian Urn
   - F. Tennyson.....Ulysses
   - G. E. Browning.....Sonnets 43, 30, 28
   - H. R. Browning.....Home Thoughts From Abroad
   - I. Gabriela Mistral.....Dusk
   - J. Anne Spencer.....Alas Poor Browning
Dunbar
   - K. Frost.....Stopping by Woods on a Snowy Evening, The Road Not Taken
   - L. Yeats.....When You Are Old
   - M. Burns.....A Fond Kiss
   - N. Langston Hughes.....Afro-American Fragment
Africa
   - O. Johnson.....Lift Every Voice and Sing
   - P. Abelard.....David's Lament for Jonathon
   - Q. Rudel.....To His Love Afar
   - R. von der Vogelweide.....A Spring Song
   - S. John Mills Turner.....Two Sonnets

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FAITH AND MORALS

1. Biblical Origins: Texts and Interpretations
   A. Genesis, Ch. 1-4 "In the Beginning"
   B. Deuteronomy, Ch. 4-8 "The Giving of the Law"
   C. Micah, "The Prophetic Tradition"
   D. Matthew, "The Sermon on the Mount"
   E. Gustavo Gutierrez, The Power of the Poor in History

2. Greek Origins - Morality: Divine and Human
   A. Plato, The Euthyphro
   B. Plato, The Republic, Books I, II
   C. Aristotle, Nichomachean Ethics, Books I,II

3. The Meaning of Suffering
   A. The Book of Job
   B. Marcus Aurelius, Meditations, from II, III, IV, V, VII
   C. Elie Wiesel, Night
   D. Marshall, Buddha, the Quest for Serenity, "The Buddhist Path of Deliverance"
   E. C.S. Lewis, The Problem of Pain

4. Religious Experience
   A. Julian of Norwich, Showings
   B. Mary Daley, "The Leap Beyond Patriarchal Religion"
   C. John G. Neihardt, Black Elk Speaks
   D. James Baldwin, Go Tell It on the Mountain
   E. William James, The Varieties of Religious Experience

5. The Critique of Religion
   A. Dostoyevsky, The Brothers Karamazov, "The Grand Inquisitor"
   B. Kierkegaard, The Journals
      Attack Upon "Christendom"
   C. Neitzsche, The Gay Science, "The Madman"
      The Will to Power

6. Religion and Society
   A. Reinhold Niebuhr, Moral Man and Immoral Society
   B. Robert N. Bellah, "Civil Religion in America"
      "Biblical Religion and Social Science in the Modern World"

7. The Meaning of Life
   A. Walter T. Stace, "Man Against Darkness"
   C. Tolstoy, "My Confession"
   D. Dietrich Bonhoeffer, Letters and Papers from Prison

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SOCIETY AND SOLITUDE

1. Society: Culture, Status, and Time

   A. Durkheim.....Principles of Sociological Method
   B. Weber.....The Protestant Ethic and the Spirit of Capitalism
   C. Benedict.....Patterns of Culture
   D. Zanan.....Life, Death, and Time

2. Culture and Time

   A. Gibbon.....The Decline and Fall of the Roman Empire
   B. Spengler.....The Decline of the West
   C. Toynbee.....A Study of History

3. Dialogue, Status, and Community

   A. Marie de France.....Lai: Le Fresne
   B. Boccaccio.....The Decameron
   C. Marguerite de Navarre.....Heptameron
   D. Mary Wollstonecraft.....On the Vindication of the Rights of Women
   E. Maria Stewart.....Selections from lectures....
   F. More.....Utopia
   G. DuBois.....The Souls of Black Folk

4. Culture and Solitude

   A. Homer.....The Iliad, Books 1 and 3
   B. Chinua Achebe.....Things Fall Apart
   C. White.....The Organization Man
   D. Cullen.....Selected Poems
   E. Hughes.....Selected Poems

5. Solitude

   A. Gabriel Garcia Marquez....One Hundred Years of Solitude
   B. Octavio Paz.....The Labyrinth of Solitude
   C. Horace.....A Plea for Tolerance
      The Shortness of Life
   D. Buddhism.....The Early Scriptures

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HARVARD UNIVERSITY
EXPOSITORY WRITING
HARVARD UNION 3RD FLOOR
12 QUINCY STREET
CAMBRIDGE, MA 02138

June 20, 1990

Dr. Carol Brown
Fund for the Improvement of
Post-Secondary Education
ROB #3, Room 3100
7th and D Streets, SW
Washington, DC 20202-5175

Re: Lynchburg College
LCSR Project
P116B91639

Dear Dr. Brown:

This letter is my report of a two-day evaluation visit I made to Lynchburg College on Sunday, June 17 and Monday, June 18, 1990. I looked at the Lynchburg College Symposium Readings program, and I must say at the outset that I have seldom in my life been so favorably impressed by an innovation in college education. I wish it could be translated to Harvard. But I suppose the highest compliment that I could pay to the program was that I wished I could teach in it.

I did several things in the course of my evaluation. I read student papers. I saw video tapes of classes. I talked with over a dozen faculty members. I participated in a computer roundtable discussion. I talked with administrators, including the dean and the president. I looked through the ten-volume textbook for the program. And I read a great deal of the literature generated by the program, including a large annual report that included syllabi, course proposals, and teaching aids. The one gap in my visit was a lack of conversation with students. But since the school year had ended, this step proved to be impossible.

For the record, let me state the purpose of the program as I understand it. It is to integrate into courses across the curriculum a knowledge of some of the basic texts of western civilization from Plato to the present. Or as the pamphlet describing the program says, "To be designated an LCSR course, a regular Lynchburg College course must include in its required readings appropriate selections from the Lynchburg College Symposium Readings, and its required work must include a significant body of writing assignments and oral

communications activities." A faculty committee passes on whether a course passes muster or not. Faculty members in various courses assign readings in the source books and use those readings as the basis for writing and speaking. As the program is set up, the same reading may be assigned in several different courses.

For example, I read an amazingly good essay from a business course in accounting using Adam Smith's Wealth of Nations and showing how the work of the auditor contributes to the "invisible hand" that Smith saw regulating the marketplace. I was astonished to find a literate, thoughtful, and scholarly paper using a "classical" source emerge from a course on a subject like accounting! I was told that students would also encounter Adam Smith in courses in history, in sociology, in ecnomics, and perhaps in others.

The essay I read combined knowledge of Adam Smith's text with the student's own thoughts about her sense of the profession of accounting. Yet it was not an opinionated paper. The author cited the text with an easy familiarity, as though it were part of her standard vocabulary. As I read this and other papers, I thought that if we could promote essays such as this one, the problem of plagiarism among undergraduates would almost disappear. The essay conveyed an original wrestling with the data, a sense of exploration and discovery that revealed a mind working for itself. It was a comfortable essay in the best sense, an essay showing a mind at home with specific knowledge. Another essay from the same course dealt with the certified public accountant and Plato's Republic and made me believe that the writer understood something both about the Republic and accounting.

Another essay I read argued intelligently against some of the assumptions in Dante's treatise on monarchy and still another discussed with great intelligence the differences in the assumptions about human nature in Marx and in Koestler. I read a paper from a religion class dealing with the book of Job on why bad things happen to good people, the natural tragedy of life. In it I found a casual reference of Occam's razor, one so apt and natural that I knew the writer understood the concept clearly and that he had taken it into his intellectual equipment.

The student writers of these essays had discovered one of the primary facts in the seeking for knowledge: what we know does not all hang together coherently. They had learned one of Hegels' fundamental dialectical principles, that any inquiry pressed far enough begins to result in contradictions. Students imagine often that knowledge is a seamless garment, that it all holds together in exact proportions, and that the more one knows, the more even knowledge becomes. In fact, the more one knows the more contradictions one finds. I felt these students had apprehended this fundamental idea. In these papers I found some natural flaws in generalization,

diction, and argument. But considering that these were college students, I believe that any experienced college teacher would have to be impressed by the level of dedication, insight, and intelligence to be found in these efforts.

Other papers were less complex. Several dealt with fundamental definitions. I read an excellent exploration of just what Marx meant in the Communist Manifesto, and I recalled with some chagrin how much difficulty a freshman class of mine had with that very concept a couple of years ago when I asked my students to read the Manifesto and to work out its assumptions.

Writing is emphasized throughout the program. Many teachers reported that they begin their classes by having their students write down different sorts of things pertaining to the assigment--questions they would like to see answered, their own reactions to the material, etc.

Some student papers provided accounts of how the writers had prepared to study various subjects. I read one on how the student had pursued information about Thomas Aquinas. As students wrote about their intellectual explorations, these quests became more intelligible, somewhat demystified, and memorable.

Not only do LCSR students read the sources and write about them, but they also speak about them. I watched several video tapes where students--some of them very nervous--came one by one to a lectern and spoke about the classic text they happened to be studying at that moment. I saw a tape of a math class in which students went to the blackboard and explained the mathematics of Malthus's theories on population. In another tape I saw a gifted teacher divide her class into role players who had studied a historian's work. One student was "Gibbon"; another was "Spengler." They argued with each other about how we should approach history and how we should understand human nature. Students sometimes struggled for ideas. But they got there in the end. It was clear that to do what these students did, they had to read the sources carefully and to think about them. They came to the class nervous and excited, but they also came prepared. They had to be prepared or else they could not have carried off their show. I sat there alone in a quiet video lab, absorbed in the performance, in the gathering excitement as students fell into their roles and acted them out with both dramatic verve and considerable knowledge.

Our students cry out for courses in public speaking. We have no such course at Harvard, and when I taught one several years ago, I felt disappointed that by the time I got my students secure on their feet, the term had passed, and I had no time to put any intellectual content into what they said. The LCSR approach with its emphasis on public speaking in every class combines the virtues of a public speaking course with the

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academic depth required to make college courses respectable.

Faculty members were enthusiastic about the program. It has brought them together in genuine conversation across the disciplines. They meet once a month to discuss various readings in the source books. They exchange problems and ideas with each other. A couple of younger faculty members told me that the thirty-five or forty colleagues involved in the program had learned not to be afraid to ask each other questions about their teaching. Nor are they any longer afraid to admit failure to one another and to ask for helpful suggestions.

I mentioned earlier the large "annual report." It is in itself a quite wonderful document, huge and thick, containing all the syllabi and the introductions that teachers have written for their courses. By its very existence and detail as well as its accessibility, it serves to hold the program together against those centrifugal forces that always threaten to tear curricular reform apart. Many of the syllabi explained grading to students--a subject of continual interest. For some courses the grading was on the curve, a theory of grading to which I fundamentally subscribe.

Participation is obviously an essential part of the program. Teachers do not lecture. They do share in discussion. I watched on tape a brilliant short summary of Henry Adams's theory of the Virgin and the dynamo. The teacher was sitting in a circle of students. A student asked him to clarify something, and the teacher responded to the question easily, fluently, conversationally. But it was not a lecture.

Teachers told me that students were often frightened at being forced to participate and that there were sometimes long silences in the classes. As a group the teachers encourage one another to let these silences run their course. Everyone agreed that after a few days, students not only begin to talk but that they expect to talk in class and that they even enjoy it. The emphasis on participation seems to create a general intellectual excitement. One faculty member told me of sitting in the stadium watching a soccer game (Lynchburg College has no football team) and overhearing two students behind him arguing about Nietzsche.

The faculty pays a price for this kind of teaching. With all the writing students do, faculty members have an obligation to read a great many papers. In addition, the continual participation of faculty and students together makes students come in to talk to faculty much more often than in universities characterized by large lecture courses.

Students have to be won over to the program, but this process seems to work well. "Why does somebody in nursing have to read Plato?" That question pops up in a tone of abused wrath from some students. Yet I was told that as courses move

along, most students stop complaining and become interested in the material. One of the faculty members told me that students do not understand how such courses will help them get jobs. She said that she tried to show them that a broad liberal arts education helped them keep the jobs they got.

A question in educational philosophy lies at the heart of this program. It is this: Should modern education aim at cultivating interests students already have? Or should it attempt to cultivate interests in them that they do not have when they come to school? The issue is not, to be sure, either/or. But I would suggest that the questions do help make a general division between approaches to curriculum.

In the first division we have schools such as Brown University, in which the only requirements are those imposed by the major. Brown conceives education loosely, I think, as a cafeteria. Students saunter through and put whatever they want on their trays, and if they want all ice cream, they can just about have it. The Harvard Core Curriculum offers a slightly more restricted menu in that students must fulfill distribution requirements in science, moral reasoning, foreign cultures, historical studies, etc. But within those general categories students can fulfill their obligations by taking any of a vast selection of courses. The consequence is that students tend to choose courses in which they already have an interest.

The other approach, the one Lynchburg College has adopted, is much more akin to the venerable Columbia Contemporary Civilization program which imposes required readings on all students whether they are originally interested in these readings or not. "Read Plato whether you want to or not; he's good for you." The theory is that as students dip into these texts, they will find them tasty. The interest will be created after the enrollment in the course.

The menu approach has many advantages. One is political. The professor of Caribbean culture does not have to get into a fight with the professor of Chinese history over the relative worth of their disciplines. Those students who want to take Caribbean culture can do so, and those others who want Chinese history can take that. In either the Brown system or the Harvard system, every faculty member can find his or her own untroubled place. One does not have to care very much about what facts students possess when they get out of college. They have been through an intellectual discipline; they have learned the routines of learning; they know how to find information; they know how to question sources.

At least that is the way the menu system is supposed to work. I have less and less confidence that it indeed works that way. Students seem to rush over such a large number of texts in the menu system that few of them make a lasting impression. One does not have to be a disciple of Derrida to know that true

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knowledge of a text comes from reading it again and again, from internalizing it, from being forced to consider it within various contexts past and present. From the time that I did time in seminary I recall a homilectics professor who said that the secret of a good sermon was to repeat the same things over and over again in different ways so the congregation could get the point.

I have come to believe from spending twenty-eight years in the college classroom that the way to teach students is by some sort of repetition. It seems to me that the Lynchburg College program has produced a kind of repetition that offers great opportunities for successfully giving students a genuine sense of a large body of knowledge fundamental to the development of their own societies. If students share a large body of common knowledge, they are more likely to talk about it--witness the discussion of Nietzsche at a soccer game. Since in most colleges and universities the most important education is that which students give one another, the advantages of a common ground on which to stand would seem to be great for this process of mutual instruction. In too many schools, education has become almost a private matter, one pursued almost in isolation. I do not often hear nowadays students talking about ideas they picked up in the classroom. One reason is that they are in so many different classes with so many different reading lists that they may share very little intellectually.

It should be noted at once that the kind of participation in class and the incorporation of these classical texts into various courses mean that coverage is cut down. A professor of finance told me that since he had been making his students follow the procedures of the LCSR, he had chopped at least a quarter of the content off his syllabus. Yet he said that he had never been more enthusiastic about his teaching and that his students shared that enthusiasm. Several teachers told me that the LCSR program had rejuvenated their own excitement over teaching, an excitement dulled by their years of lecturing. The emphasis on participation and a body of common texts had made classes much more informal and yet much more intellectual at the same time. I have always said that coverage is one of the idols of the classroom in the modern university, and I encouraged the teachers to sacrifice coverage in the interest of profound thought.

Faculty members felt free to point out flaws in the program. It does require more work than the ordinary lecture means of instruction. Participation is voluntary among the faculty, and many faculty members do not want to change their old ways. They do not join the program. Several participants told me that once a faculty member tried the LCSR program, he or she was hooked. The percentage of those who taught in the program and decided later not to continue is minute.

Even so a majority of the faculty had not yet come over, and

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in some areas participants felt some acute lacks. Teachers of studio courses in art and drama have naturally been slow to participate. Other courses continue in the same old way. Students have been similarly tentative. Yet, like the faculty, the more they participated, the more their enthusiasm grew.

A few said that the administration did not yet recognize the cost of the program. They held that if the administration is serious about the program, it must give teaching in it substantial rewards sometimes reserved only for those who wrote books.

Faculty members said that they had some anxiety when they had to teach Plato without being experts in Plato. But all of them to whom I spoke agreed that once immersed in Plato's texts, they found things to say despite their lack of formal training in philosophy. Many of them expressed their deep enjoyment of the readings, some of them unfamiliar to them since their own college days or else completely new. I suggested that this was the true definition of a "classic," that it possessed layers of meaning that allowed us to find our own thoughts and experience in it no matter how distant in time and place we might be from the writer.

I found both the dean and the president committed to the program. Dean James F. Traer teaches in the program and is enthusiastic about its success. I suggested to both of them that if the program develops, it could become a pilot for other schools and that it could become a powerful attraction to those students who, along with their families, wanted a school with a powerful undergraduate curriculum.

It is a program that you should be proud of, and I hope that it will continue. It was a privilege for me to see it up close.

Yours sincerely,

Richard Marius
Director

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To: FIPSE

From: Don M. Boileau, Ph.D. Don M. Boileau
George Mason University

Date: September 10, 1990

Evaluation of **Lynchburg College**'s grant - P116b91639
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Background:
On July 8 and 9th (1990) I visited Lynchburg College to obtain information on their Curriculum Project. My sample of contacts with the program consisted of reading student papers, several discussions with faculty teaching in the program, dialogues with students about the program, reading several articles from the journal proofs, and viewing several student oral performances on videotape. I also interviewed the Dean of the College, James F. Traer, and the President, George Rainsford.

Judgement:
This grant has reached its oral communication goals in an outstanding manner by creating a variety of oral communication experiences within a context of significant ideas.

Rationale:
Since the primary student goals were 1) to improve students ability to communicate, 2) to analyze great issues, and 3) to create active involvement in learning, the oral component of this project reaches all three of those goals. Lynchburg College is to be congratulated on the integration of this grant into the established Symposium Readings (SR) program. By taking classes with appropriate selections from the relevant SR (10 volumes available) and having them base at least 20 percent of the grade based on speaking, writing, and reading activities, Lynchburg College has extended the success of the established program.

Strengths

Integration: The program integrates two primary models. First, the integrated language arts program includes both the expressive skills of speaking and writing, so that teachers can take the classical rhetorical approach of viewing communication as a persuasive activity and then have the students engage in both writing and speaking in ways that allow the students to practice the similarities and differences in these two communication skills.

Teachers of subjects other than communication seemed to gain by this approach in that the commonalities of invention, organization, and style are easily stressed for students. (The classical canon of delivery is the primary difference between these two modes of communication.) In my discussions with the teachers, these major aspects of communication were the ones most often applied for student feedback and instruction. For example, it is important for students to understand the importance of selecting the best organizational pattern whether the task is reacting to a reading in writing or explaining to the class the similarities between a symposium reading and a contemporary observation.

Development of Oral Skills. Because professors often claim that oral activities in the classroom take so much time, few college students are given the opportunity to develop these skills with the same intensity that writing is developed. Thus, this program encourages faculty to try oral activities by creating an important context for doing it. Several of the faculty with whom I talked found this program the stimulus for trying activities. Having discovered that not only are there ways of developing such oral activities, but also that it produces a valuable type of learning for their students while enhancing the students oral skills, these faculty expect to continue to use oral activities in their teaching endeavors.

The video tapes also indicated to me how serious the students were in applying these oral activities. These effective strategies were balanced by demanding feedback from the teachers, so that a double learning environment was created--development of content as well as improvement in the oral activities. One advantage, not mentioned in the grant proposal, that the interviews revealed, was that the faculty in teaching how to speak better created a higher standard for their own oral presentations in the class.

The Speech Communication Association's standards for effective oral communication programs calls for a variety of speaking experiences to a variety of audiences to be provided. This program provides both types of variety. My review of classroom activities noted the following in different classes: choral readings, structured, student lead-discussions, short lecture presentations, debates, recitations (oral presentations of the problem solving steps--in this case in a math class), and symposiums. Such variety indicates that as faculty share through the program's participant gatherings, this list will expand over the years as well as the variety within each form as faculty discover different ways of undertaking such activities.

These oral activities appear to help the faculty reach their goal of moving students from a grade-oriented to a learning-oriented environment. While this major goal cannot always be reached, this project helps in two important ways: 1) collaborative

learning in many of the oral activities, and 2) an emphasis on the communication of major ideas. It is this second concept that I especially like about the Lynchburg College program. The context of the SR program provides the students with a larger perspective in their ability to cite such readings in the applications in the classes. I saw this phenomena in both the oral and written work in ways that my own teaching at George Mason University only rarely encounters.

Because oral communication, critical reading, and writing need application in multiple situations, this project succeeds by the variety of courses in which it is applied. To develop these skills students need a variety of applications across the courses in the humanities/arts, social sciences, and sciences; Lynchburg College achieves this goal.

Administrative Perspective. The success of this program might be summarized in the views of the President. While one might expect a bias in a college president's views, such a fear should be discounted when other evidence substantiates it. The three consequences which he perceived were three with which I agree. First, the program provided a "connectedness" to the general goals of the college. Two factors support this observation. The program utilizes the successful SR program and provides a stimulus to the development of their journal. (The journal project alone provides a stimulus to the faculty to relate to the program as well as to publish critical essays.)

Secondly, the project develops collaborative learning, especially the oral activities. Many of the oral activities spring from groups of people working together for a single rhetorical purpose. Students also gain from this needed type of activity, which was not a primary purpose of the grant, but it is very evident at Lynchburg College. Students seem to sense this consequence in their excitement about their education.

Thirdly, the project has lead to a positive impact on faculty for change. While the Hawthorne effect may be present, the fact that 14 additional faculty participated in the 1990 summer workshop indicates to me that something else is happening. Many critics of higher education have pointed to the need for faculty renewal--the excitement about teaching which many members of the faculty expressed indicated reflects the structure of the program. For some, the readings in the SR program provide new insights, while for others the integration of these communication skills has led to more creative, challenging assignments. In turn, this enthusiasm has been translated to the students. In fact, one faculty member called this program the "savior of Lynchburg College."

The breakfast meetings meant a lot to the faculty. One of the structural strengths of this program was the faculty ownership of the program. While several FIPSE programs operate out of administration directives, leaders, and offices, this program has

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true faculty ownership. Faculty provide leadership, content input, training, and support. The discussion of teaching problems in implementing the program creates both ownership and renewal. For example, a group of faculty might discuss what is more important for a certain content goal--role playing, entire-class discussion, or small groups reacting to a situation. Thus, the regular meetings of the teachers and the support for them was an important administrative decision for this project.

The support of Dean Traer has been important. His understanding of the need for smaller sections for the development and continuance of these feedback intensive courses has been important in defending these decisions from the critics. The dean observed, and many teachers also noted, that the oral performances helped to create a more critical reading of content. The oral activities often deal with challenges about differing perspectives, so that the student needs to be more prepared for the public performance than just the written feedback an instructor might provide.

Challenges

An innovative program often develops several problems as it establishes itself in the program, so that this section is designed to provide an outsider's feedback as well as provide a type of qualification to my judgment about the success of the program. This section is not designed to weaken the judgment expressed above about the success of this program.

Several aspects of the program are inherent in any type of innovation, so that attention must be paid to these as the college assumes control of the program on a permanent basis.

1. The commitment of time will be greater, so that the administration must be aware of the "onion" effect, so that faculty do not look at this as an additional thing to do, but rather gain from its potential as faculty development.
2. A critical mass of faculty must be involved so that the students do get a variety of oral experiences as well as a variety of audiences over their four years at Lynchburg College. The first year participation by 9.6 percent of the faculty with 21 courses is a good start.
3. A structure must be in place, probably a type of mentoring system, to help those faculty switch roles in their teaching styles to incorporate the demands of oral activities.
4. For some the use of the SR volumes may force a connectedness that is not there. Currently a fluidity exists to handle this problem, so that this procedure should continue. The percentages have been benchmarked and rigid enforcement has not occurred--such flexibility should be continued.
5. Because most faculty are more comfortable with writing activities, a priority to oral activities in faculty development will probably have to be continued. While most faculty felt comfortable with developing writing activities, a need was

expressed by several for additional help with oral activities. Fortunately, the faculty leadership of this program is well-positioned to help with this problem.

6. Enrollment pressures may be such that the college feels that the smaller sections may have to be eliminated. Major effort needs to be made to continue the section size as a way to encourage the faculty to include the intensive reading, writing, and speaking activities.

Beyond the development of the journal and the revisions of the SR volumes, I would encourage some of the faculty to engage in serious research about the impact of this program. For example, one could study the relationship of communication apprehension for those students currently in the program (about half of all undergraduates) and those not participating in three or more designated courses. Writing apprehension could also be investigated. Several other questions might be investigated with alumni of the program in years to come, i.e., what kinds of the readings from the SR program have been drawn upon in their lives? I would expect that several members of the Steering Committee would have several different outlets for relevant publication about this program for their respective disciplines. The type of work I am encouraging is beyond the regular reporting about this grant from the FIPSE expectations.

Conclusions

Lynchburg College has done an excellent job in implementing this FIPSE grant. If my treatment by Dr. James Huston, the members of the administration and Steering Committee was typical of the style with which they operate this program, then I am confident of the excellence that will occur as this program expands. What I discovered was a sound program that not only enriches the education of students at Lynchburg College, but what I hope can be a model for many other colleges and universities throughout our country. This grant has to be considered one of FIPSE's best success stories.

The New York Times
229 WEST 43 STREET
NEW YORK, N.Y. 10036

September 5

Mr Lewis Greenstein
Fund for the Improvement of Postsecondary Education
ROB #3, Room 3100
7th and D Street, SW
Washington, D.C. 20202-5751

Dear Mr Greenstein:

Two weeks ago I had the honor to spend two days at Lynchburg College, where I had been invited to have a look at their Symposium Readings program (known informally on campus and hereafter as LCSR). It was an intellectually gratifying experience. As the author of THE BOOKS WARS: What It Takes to Be Educated in America (Whittle Communications) and an occasional journalistic commentator on the curriculum debate for The New York Times, I have grown unhappily accustomed to a fierce ideological polarization. On the ''left,'' the cry is for multiculturalism; on the right, for a return to the Great Books that would banish discussion of the political and social issues this debate has raised. What I found remarkable about LCSR was the absence of polemical acrimony; the purpose of introducing students to a judiciously chosen selection of significant works was not to sign them up for one side or the other, but simply to expose them to the Arnoldian concept of ''the best that has been thought and said,'' and to do so in an enlightened spirit of inquiry.

This project has met with great enthusiasm, and has fostered a rare spirit of collaboration. During my two days on campus, I met students and professors representing a wide variety of disciplines, from medieval history to nursing, English literature to accounting. All of them shared a passion for the idea of reading the Great Books, and for the books themselves. The unfamiliarity of the texts was a challenge to them rather than an obstacle; the assignments were regarded as an opportunity to challenge themselves rather than an obligation. The point, it was emphasized, was to learn how to communicate, to achieve a clarity of thought and expression that have become increasingly elusive with each freshman entering class in colleges across the country. From my vantage, it would be difficult to say whether this goal has been achieved yet; but I couldn't help being impressed by the dedication with which the faculty and students have gone in pursuit of it.

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I was also very much impressed by the list of readings. Published in ten serviceable but handsome volumes for distribution on campus, this ''core'' curriculum seemed both innovative and traditional. It did include a number of recent books, to my mind very shrewdly chosen--not to fulfil a demand for ''relevance'' but because they illuminate some aspect of contemporary life and deserve to be read. The selections themselves are longish, and discourage dilettantism; to read sixty or seventy pages of Whitehead is to get some idea of what he was about. It's my understanding that the LCSR selections undergo periodic revision; the list as it stands is certainly the most balanced and wide-ranging that I've seen.

The only doubt I had about the value of this program related to the paucity of biographical information accompanying the readings. It was my sense that many of these authors were read in a historical void, without sufficient reference to their biographies or to the context in which they wrote. Too often, the readings were an excuse for diffuse class discussions about freedom of speech or some other general issue. I raised this point with a number of faculty members, and was assured that they were in the process of including more extensive introductions to the selections.

What impressed me most, though, was the spirit of the LCSR program, the devotion to high educational standards and to the development of graduates who would know, in the deepest sense, the meaning of citizenship. It seems to me that LCSR could serve as a model for other liberal arts colleges in search of a way to improve their students' cultural literacy, and I was grateful for the opportunity to visit a college so devoted to the traditional aims of higher education in America.

Sincerely,

James Atlas

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THE NATIONAL REVIEW COLLEGE GUIDE

AMERICA'S 50 TOP LIBERAL ARTS SCHOOLS

Edited by Charles Sykes
author of *Profscam: Professors and the Demise of Higher Education*
and Brad Miner
Literary Editor of *National Review*

INTRODUCTION BY
William F. Buckley Jr.

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Lynchburg

Lynchburg, Virginia

Impressing the Ivies

Students who are willing to stray from the beaten path of the big-name universities (and we assume that the readers of this guide are at least willing to consider straying) will find that many of the traditions that have been scrapped or deconstructed in the Ivy League are undergoing a dramatic resurgence in smaller liberal arts institutions. But few schools have been as creative as Lynchburg College, the site of one of the most intriguing experiments in higher education today. Simply put, Lynchburg has committed itself to placing the Great Books of Western Civilization, from Plato to Freud, at the heart of its entire curriculum—whether in accounting and nursing or in the humanities and the sciences.

A Core of Understanding

The revival of the classical liberal arts at Lynchburg dates back to circa 1976 when the college began a required Senior Symposium based upon a ten-volume set of readings known as "Classical Selections on Great Issues." In selecting the classics Lynchburg faculty members drew on great works that "have met the test of time in speaking with a lasting impact to more than one generation." As a whole it was an impressive survey of the best that has been thought

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Lynchburg College

Year Founded: 1903
Total Cost: $14,300
Total Enrollment: 2,559
Total Applicants: 2,689
63% accepted
26% of accepted enrolled
SAT Middle Range Scores:
400–499V/400–499M
Financial Aid:
47% applied
72% judged to have need
99% of those judged were given aid
ROTC Program Offered
Application Information:
Mr. Craig Wesley
Director of Admissions
Lynchburg College
Lynchburg, VA 24501
Telephone: (800) 426-8101
Application Deadlines:
No Early Decision
Regular Decision: rolling

and said in the European and American traditions. Clearly inspired by the curricular reforms at schools such as Columbia and the University of Chicago, the Lynchburg Great Books list was designed to provide students with readings that contained a continuing source of ideas, as well as an "understanding of, and appreciation for, the traditions and values of Western civilization." In the Senior Symposia, students read selections from the classics, attended weekly lectures on such major themes as the "Nature of Man," "Education: Ends and Means," "Poverty and Wealth," "Tyranny and Freedom," and "Faith and Morals," and met in small groups to discuss the issues raised. (The collection of readings—edited by members of the Lynchburg faculty—was published by the University Press of America in 1982. A revised edition is planned for 1991.)

But by the late 1980s, the Lynchburg faculty recognized that the Senior Symposium alone was insufficient to compensate for the lack of reading and writing skills of some of their students or for the fragmentation and incoherence of the undergraduate curriculum in general. They concluded that the solution was to extend the symposium readings to the entire curriculum through specially designed courses, henceforth known as LCSR courses (Lynchburg College Symposium Readings). To be designated an LCSR course, at least 20 per cent of a student's grade must depend on writing and speaking assignments based upon readings from the *Classical Selection on Great Issues*. All students are now expected to take one such course each semester, for a total of 24 credits. The result is that writers such as Rousseau, Aristotle, John Stuart Mill, Cicero, Lucretius, and Tolstoy are taken out of the liberal arts ghetto and injected directly into pre-professional courses.

Inspiring Success

The program, however, is only one aspect of Lynchburg's overall strong curriculum. In addition to the eight LCSR (Great Books) classes, the Senior Symposium, and a two-semester course in Western civilization, all students must take

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a course in "World Literature," two courses in freshman English, the "Introduction to Philosophical Problems," and a course in physical education. The core curriculum totals 21 credits. In addition, students must satisfy distribution requirements that add up to another forty to 43 credits. Those include three credits in an intermediate-level foreign language; three to six credits in mathematics; 12 credits in the Humanities; six credits in the Fine Arts; eight credits in Physical and Life Sciences; six credits in the Social Sciences, and two credits in physical education

How well does Lynchburg's Great Books program work? After an evaluation of the program in action, the director of Harvard's Expository Writing Program, Prof. Richard Marius, said of Lynchburg: "I have seldom in my life been so favorably impressed by an innovation in college education. I wish it could be translated to Harvard. But I suppose the highest compliment that I could pay to the program was that I wished I could teach it." Of course, Harvard is about as likely to adopt such a program as Iran is to name Salman Rushdie as minister of culture. But that aside, Professor Marius's comments are interesting:

> [During the evaluation], I read an amazingly good essay from a business course in accounting using Adam Smith's *Wealth of Nations* and showing how the work of an auditor contributes to the "invisible hand" that Smith saw regulating the marketplace. *I was astonished to find a literate, thoughtful, and scholarly paper using a "classical" source emerge from a course on a subject like accounting!* I was told that students would also encounter Adam Smith in courses in history, in sociology, in economics and perhaps others.

Perhaps because he has become so inured to the intellectual level at his own school, Professor Marius also expressed profound surprise over another Lynchburg accounting student's essay on Plato—it "made me believe that the writer understood something both about the *Republic* and accounting"—and when he read a paper on the *Book of Job* in which he "found a casual reference of Occam's razor, one so apt and

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natural," he knew that "the writer understood the concept clearly, and that he had taken it into his intellectual equipment."

The program seems to have inspired Lynchburg's teachers. All students, for example, must take a two-semester course in the History of Western Civilization. At some schools, such a requirement might result in a mass, impersonal survey course. But at Lynchburg, Professor Michael Santos has been known to divide his classes into three groups—each one assigned to represent the views, respectively, of Socrates, Plato, and Aristotle. The students familiarize themselves with the thinkers' views by reading their various writings—Plato's *Apology* and *Crito* (for Socrates's perspective), the *Republic* (for Plato's), and *Politics* (for Aristotle's). The students are then turned loose for discussion, pitting the various philosophical perspectives and ideas against one another. "The role-playing reinforces the readings," Professor Santos remarks, "and allows the students to participate in class and respond to one another intelligently."

Whoso neglects learning in his youth loses the past and is dead for the future.
—*Euripides*

Lynchburg's Great Books program has, in fact, proved so successful that it publishes its own journal, *The Agora*, which features student papers, discussions of the status of the classics in higher education, faculty essays, and reprints from other publications. (Recent selections included "What Did Americans Inherit from the Ancients?" by Russell Kirk, and Sidney Hook's "Civilization and Its Malcontents," reprinted from *National Review*.)

Not all of Lynchburg's faculty has bought into the new Great Books concept (the new courses require a lot of extra work and a radical departure from normal academic norms) and the program is still relatively new. But the sense of renewal seems contagious. Faculty members who have recently joined the program after an initial skepticism express enthusiasm for its prospects. And it is beginning to draw national attention. Who knows? It may even shame the Ivies into looking to tiny Lynchburg for guidance and counsel. □

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May 2, 1991

Lynchburg College is proud to announce its Symposium Readings Program. Designed to address two nagging problems in higher education, the program encourages more effective student communication while developing the inter-disciplinary understanding promised by the liberal arts.

Using a selection of classical readings developed by Lynchburg College faculty for its Senior Symposium capstone course, the program introduces students to a wide variety of classical works from their freshman year. Referencing a common body of readings from a variety of disciplinary perspectives ranging from history to philosophy to nursing to accounting, students come to appreciate the inter-connectedness of human knowledge. By writing and speaking on the great issues raised by the classics in a variety of courses over four years, their written and oral communication skills improve.

To give you a better understanding of the project, we are enclosing a copy of The Agora, our in-house journal; a brochure describing the program; and a brochure showing highlights of our upcoming summer workshop. We are also enclosing a copy of an article appearing in the 1991 edition of The National Review College Guide: America's 50 Top Liberal Arts Schools.

The Lynchburg College Symposium Readings Program (LCSR) is sponsoring a workshop during the week of May 19-24, 1991 to share the results of our curriculum with other colleges and institutions. If you are interested in participating, please send a deposit of $50.00 to reserve your place no later than May 10th. The balance of $150.00 for the workshop will be due upon your arrival on campus.

If you would like further information about our program, please contact the LCSR Office, Lynchburg College, 1501 Lakeside Drive, Lynchburg, Virginia 24501 or call 804-522-8330.

BACKGROUND

Since its founding in 1903, Lynchburg College, a private, coeducational, residential college, has fostered a learning environment that has encouraged the reading of good books, the asking of meaningful questions, and reflections on great ideas. As a further contribution to this environment, the College instituted in 1976 the Senior Symposium, a required course organized around ten major themes representing broad areas of continuing concern for mankind. A committee of Lynchburg College faculty developed the Symposium Readings, a collection of classical works organized around these themes, which was published by the University Press of America in 1982. A revised edition is scheduled for publication soon. Concerned about the reading, writing, and speaking skills of the students, and troubled by the lack of integrating forces in a fragmented general education curriculum, an ad hoc faculty committee concluded in 1988 that using the Symposium Readings as a basis for reading, writing, and speaking across the curriculum was a way to introduce some integration into the curriculum while emphasizing the development of writing and speaking skills. The Lynchburg College Symposium Readings Program was the result. The Fund for Improvement of Post-Secondary Education (FIPSE) of the U. S. Department of Education funded the project as one of only 75 out of 1,900 proposals to be approved in 1989. In December, 1991, the Lynchburg College faculty voted that beginning in September, 1992, students will be required to take 6 LCSR courses to graduate.

The program's emphasis on faculty development includes a series of summer workshops and in-service workshops throughout the academic year. This year for the first time, faculty from other colleges and universities are invited to participate in a workshop.

ABOUT THE SPEAKERS

Dr. Richard Marius has been the director of the expository writing center at Harvard University since 1978. As a historian, educator, and distinguished scholar of the Renaissance, he has written extensively about that period and its personages; but he is also a novelist. His own extensive literary works include Thomas More: A Biography, nominated for the 1984 American Book Award in nonfiction; The Coming of Rain, designated the best novel of 1969 by Friends of American Writers; Bound for the Promised Land, 1976; A Writer's Companion, 1985; and A Short Guide to Writing about History, 1987.

Dr. Patricia Palmerton is assistant professor of Communication Arts and the director of Oral Communication at Hamline University, St. Paul, Minnesota. She has been a curriculum consultant regarding undergraduate communication education at colleges nationwide and she has worked extensively with faculties across disciplines concerning the integration of oral communication activities and analyses in the classroom. She has published research analyzing the rhetorical processes associated with social protest, and she is currently engaged in research analyzing communication patterns evident in learning group discussions.

WORKSHOP HIGHLIGHTS

SUNDAY, MAY 19

5:00 - 8:00 P.M. Keynote Session

"Simulation: John Locke and Thomas Jefferson Discuss Education"

This session includes dinner on the terrace while listening to Thomas Jefferson's favorite music.

MONDAY, MAY 20

2:45 - 4:00 P.M. Richard Marius, Harvard University

"Using Writing to Learn: Some Preliminary Ideas"

TUESDAY, MAY 21

9:30 - 10:30 A.M. Richard Marius, Harvard University

"Strategies for Helping Students Write More Effectively"

1:00 - 2:30 P.M.

"Using Writing to Learn"

WEDNESDAY, MAY 22

9:30 - 10:30 A.M. Pat Palmerton, Hamline University

"Some Practical Ways of Getting Students to Learn: Using Learning Discussions"

1:00 - 4:00 P.M.

"Some Practical Ways of Getting Students to Learn: Using Presentational Speaking"

THURSDAY, MAY 23

9:30 - 10:30 A.M. Pat Palmerton, Hamline University

"Assessing Oral Communication: Using Videotapes to Critique Students"

10:45 - 11:30 A.M.

"Assessing Oral Communication: Using Videotapes to Measure Student Performance"

1:00 - 2:30 P.M.

General Discussion: "Teaching Oral Communication in Substantive Courses"

FRIDAY, MAY 24

9:30 - 10:30 A.M. Heidi Koring, Lynchburg College

"A Think Aloud Protocol: Assessing Student Reading"

10:45 - 12:00 NOON

"A Simulated LCSR Course"

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Creating an Environment for

Intellectual Growth

LYNCHBURG COLLEGE SYMPOSIUM READINGS ACROSS THE CURRICULUM

A Project Integrating Our Cultural Heritage
from Across the Centuries to Facilitate Reading,
Writing and Speaking Across the Four-Year Curriculum

Summer Workshop
May 19-24, 1991
Lynchburg College
Lynchburg, Virginia

"Using the Classics to Promote Critical Thinking: Thomas Jefferson in English, History and Mathematics"

MAIN PRESENTER:
Michael W. Santos, Director
Lynchburg College Symposium Readings Program
Associate Professor, History Department

CO-PRESENTERS:
Betsy M. Ashby, Instructor
Mathematics Department

Elza C. Tiner, Associate Professor
English Department

ABSTRACT

The classics were reintroduced at Lynchburg College in 1976 when the college began a required Senior Symposium. The course is based on a ten-volume set of readings, "Classical Selections on Great Issues", selected by the faculty of the college and subject to periodic revision. By the late 1980's, faculty realized that many of the students had not been prepared to read and comprehend these texts by their senior year. As well, they noticed that many students were having trouble writing and speaking effectively. Faculty were also frustrated by students' inability to recognize connections among a wide variety of general education requirements.

In 1989, the college received a grant from FIPSE to explore ways to incorporate these texts in courses across the curriculum. The pilot project, which became an established part of the college curriculum, was known as the Lynchburg College Symposium Readings (LCSR) Program. These LCSR courses required that professors give reading, writing and speaking assignments based on the texts from the "Classical Selections on Great Issues" series. As a result of this program, student reading, writing, and speaking skills have improved.

The one-hour workshop includes background on the LCSR program, its impact on student learning across disciplines, and a panel presentation involving participants in classroom models to illustrate how the texts are taught across disciplines. Presenters will use active learning to illustrate the LCSR concept in three fields: Mathematics, English, and History.

First, participants will read an excerpt from Thomas Jefferson's Letter to Bernard Moore, which serves as a model text from the LCSR series. Then each presenter will demonstrate assignments and/or exercises that involve reading, writing, and speaking to help students understand the Jefferson text from various perspectives. The combination

of these three modes of learning will help students develop critical thinking skills. After the presentations, participants can ask questions and share ways that they might use this reading in their own classrooms.

Contact Person:

Professor Michael W. Santos
History Department
Lynchburg College
1501 Lakeside Drive
Lynchburg, Virginia 24501

(804) 522-8391

"Guard Against Mental Dryrot": Faculty Perspectives on Integrating the Classics Across the Curriculum

MAIN PRESENTER:
Michael W. Santos, Director
Lynchburg College Symposium Readings Program
Associate Professor, History Department

CO-PRESENTERS:
Betsy M. Ashby, Instructor
Mathematics Department

Elza C. Tiner, Associate Professor
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The one-hour workshop includes background on the LCSR program, its impact on faculty teaching across disciplines, and an interactive discussion on the philosophy and pedagogy undergirding the LCSR concept. Participants will be asked to read a short selection from Alfred North Whitehead's Aims of Education, and in groups of three or four, asked to respond to Whitehead's ideas.

They will be presented with the following scenario:

> "Imagine that Whitehead has just been named dean of your institution and has circulated a memo outlining his views on education."

Participants will be asked to consider how they would respond to Whitehead in one of several settings: a faculty meeting, department meeting, or in the classroom. They will be asked to pay particular attention to the impact Whitehead's views would have on their institution's freshman curriculum. The presenters will act as facilitators and mentors of the small group work during this phase of the session. The groups will report the result of their discussions back to the whole. Presenters will then lead a discussion of LCSR's effect on the freshman curriculum at Lynchburg College and on faculty pedagogy across disciplines. Participants can ask questions and talk about the implication of the ideas presented for their institutions.

Contact Person:

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History Department
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Lynchburg, Virginia 24501

(804) 522-8391

LYNCHBURG COLLEGE
IN VIRGINIA

1501 LAKESIDE DRIVE
LYNCHBURG, VIRGINIA 24501-3199

(804) 522-8100

Program Proposal for
AAHE 1992 Conference

Proposed for Track 3: Cost and Quality:
Changing the Way We Work
(or, where appropriate)

Problem: How does higher education increase students' ability to think critically, to see relationships between disciplines, and to express these thoughts clearly without significantly increasing the institution's budget, staff, or number of general education requirements?

One approach to this problem is to change the way we teach.

This approach is being explored by Lynchburg College in Virginia, a liberal arts institution. An innovative, faculty-initiated program called LCSR (Lynchburg College Symposium Readings) is exploring an interdisciplinary approach to general education requirements. Using a set of readings of classic thought from Plato to modern international writers as the synthesizing unit between disciplines, faculty members from disciplines across the curriculum incorporate classic readings into the course content of existing general education as well as major courses. Faculty teaching these courses use writing and speaking assignments to engage the students in thought and discussion about important ideas in relation to that particular discipline. By requiring students to take a number of these courses to fill graduation requirements, the intent is to expose students to the view of different disciplines on important ideas that have shaped our culture and world.

A student may, for example, graduate having looked at Plato from the perspective of philosophy, business, history, music and mathematics.

"Rethinking How and What We Teach:
Critical Thinking Across the Curriculum"

Program: This session proposal is intended for professors and administrators looking for interdisciplinary academic programs which emphasize critical thinking and more student participation in the learning process without significant increase to curriculum, staff or budget. The session will be conducted by three Lynchburg College LCSR (Lynchburg College Symposium Readings) faculty from the disciplines of History, Mathematics, and English. After a brief introduction about the Lynchburg College program, the session will break into three groups (one group for each discipline).

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Participants will be led through a lesson in that discipline using a classic reading with a writing and speaking assignment which encourages critical thought and discussion of the relationship of the reading to concepts in that discipline. Copies of readings, syllabi and assignments will be provided to all participants. Participants will discuss the lesson, ideas, pedagogy, etc. as part of the group session. A brief question and answer discussion will follow the small group session.

While one approach to the problem of changing the way we teach may not transfer easily from one institution to another, participants may see other creative solutions to the problem for their institution by participating in this approach at Lynchburg College.

Format: Panel with audience participation in small group discussions. Time: 75 minutes

Program Presenters:

Michael W. Santos - Moderator and Small Group Leader in History.

Professor Santos is an Associate Professor of History at Lynchburg College and director of the Lynchburg College Symposium Readings program.

Address: Department of History
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